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ABSTRACT

Follow Through, an educational program for K-3 grade children, is operated on the following reservations: Cherokee, North Carolina; Choctaw, Mississippi; Northern Cheyenne, Montana; Rosebud Sioux, South Dakota; Turtle Mountain, North Dakota; and Wind River, Wyoming. Since Follow Through mandates the employment of paraprofessionals from the community served, the primary budget item is for the employment of classroom aides. From the beginning, the program set up career development training which would enable participating schools to increase the available certified personnel from the population served. Educational approaches which can be effectively taught by paraprofessionals are used. For the first time, Indian personnel are in the majority and the educational achievement of reservation children has been "dramatically" improved. This report discusses: how Follow Through is improving the education of reservation children, what would happen if the program is discontinued, the involvement of parents on advisory committees and school boards, the ways the program has come to reflect the uniqueness of each Indian nation, and parent attitudes about the program on Indian reservations. The community, type of school, and tribe served by Indian Follow Through Projects are listed. (NQ)

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RC 009649

RC14-02-77

FOLLOW THROUGH ON INDIAN RESERVATIONS

An educational program for children in kindergarten through third grade

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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WHAT DIFFERENCE HAS IT MADE?

and

WHAT WOULD HAPPEN IF THE PROGRAM IS DISCONTINUED?

A report prepared for the
Office of Management and Budget
for hearings June 4-7, 1974

Will Follow Through become another broken promise?

By Follow Through programs on the following reservations:

CHEROKEE, North Carolina

CHOCTAW, Mississippi

NORTHERN CHEYENNE, Montana

ROSEBUD SIOUX, South Dakota

TURTLE MOUNTAIN, North Dakota

WIND RIVER, Wyoming

For further information or examination of original data contact:

National Indian Follow Through
Advisory Council: Data Office
P.O. Box 487, Pullman, WA 99163

HOW IS FOLLOW THROUGH IMPROVING THE EDUCATION OF RESERVATION CHILDREN?

Achievement data from four reservation programs which all use the Wide Range Achievement Test to measure educational outcomes are presented in the graphs which follow.

FINDING: Three of the four programs have proven particularly powerful in the teaching of reading skills, with reservation children showing an average achievement level well above national norms.

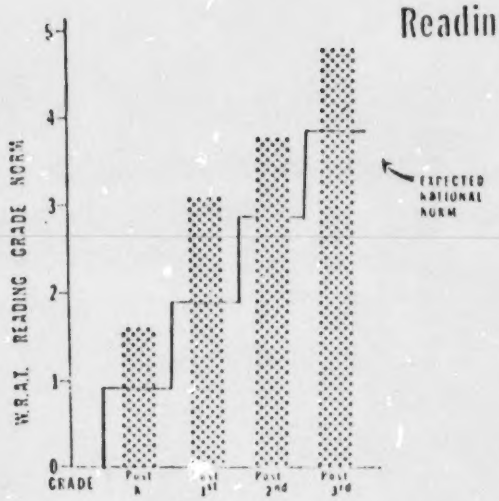
FINDING: Third grade children in the most recent year are consistently averaging higher scores than children tested one or two years ago, in every subject area, on all four reservations.

FINDING: A greater proportion of children are above grade level who started the program in kindergarten than among those who started the program at first grade.

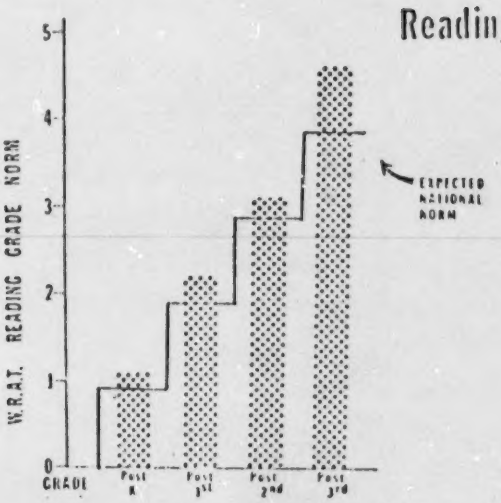
CONCLUSION: The educational achievement of reservation children has been dramatically improved by Follow Through.

FIGURE A

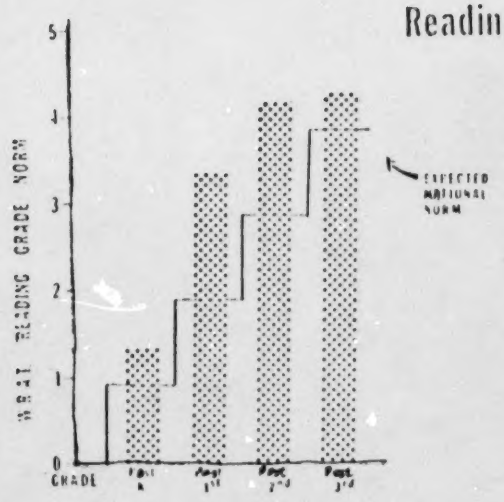
WIDE RANGE ACHIEVEMENT TEST CLASS AVERAGES
FOR FOUR INDIAN FOLLOW THROUGH PROGRAMS



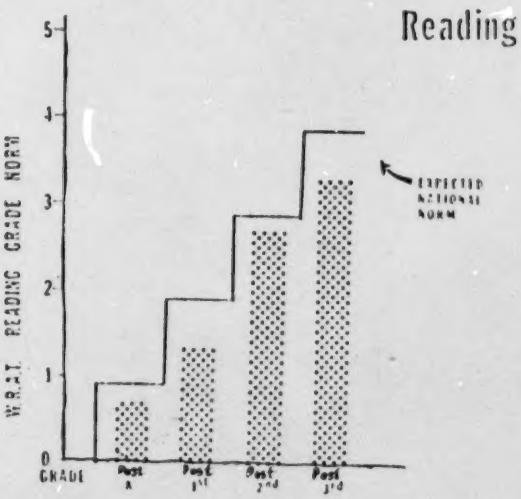
CHEROKEE, NO. CAROLINA



NO. CHEYENNE, MONTANA



ROSEBUD SIOUX, SO. DAKOTA

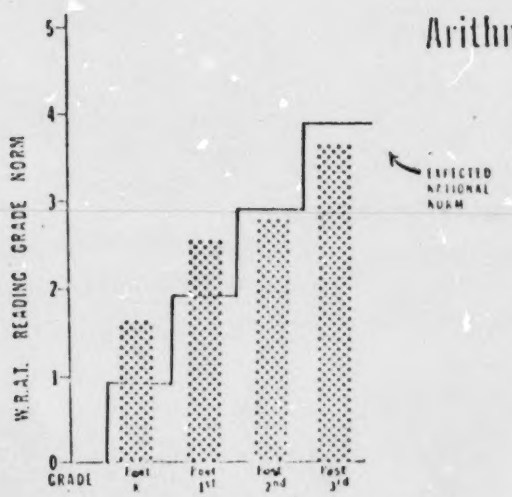


WIND RIVER, WYOMING

For detailed data see Appendix A

FIGURE B

WIDE RANGE ACHIEVEMENT TEST CLASS AVERAGES
FOR FOUR INDIAN FOLLOW THROUGH PROGRAMS



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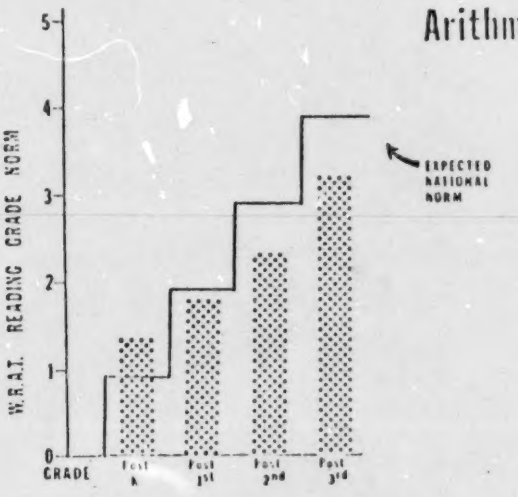

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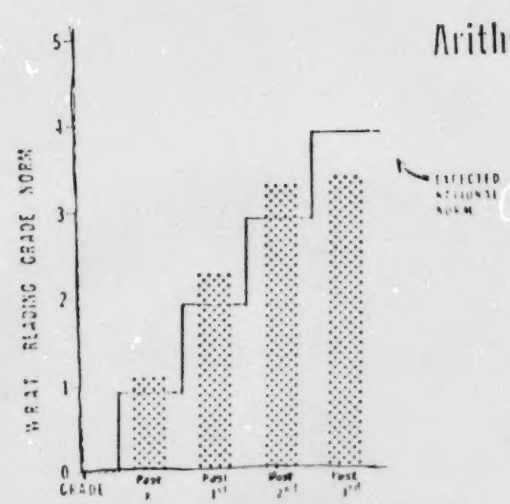

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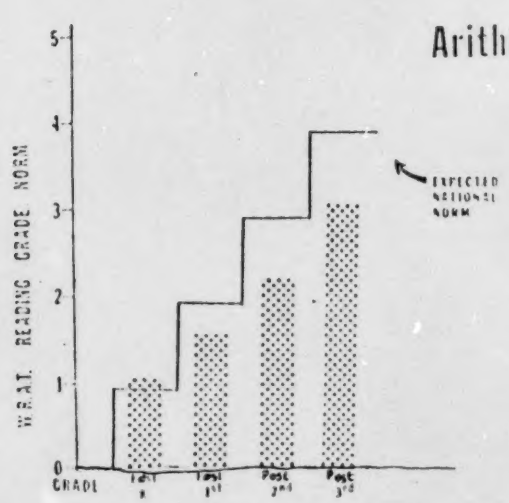
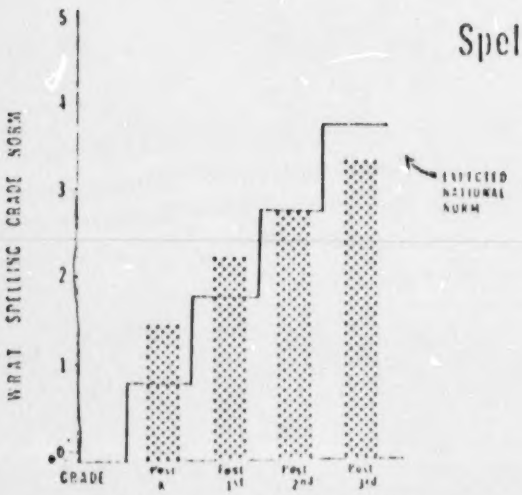


WIND RIVER, WYOMING

For detailed data see Appendix A

FIGURE C

WIDE RANGE ACHIEVEMENT TEST CLASS AVERAGES
FOR FOUR INDIAN FOLLOW THROUGH PROGRAMS



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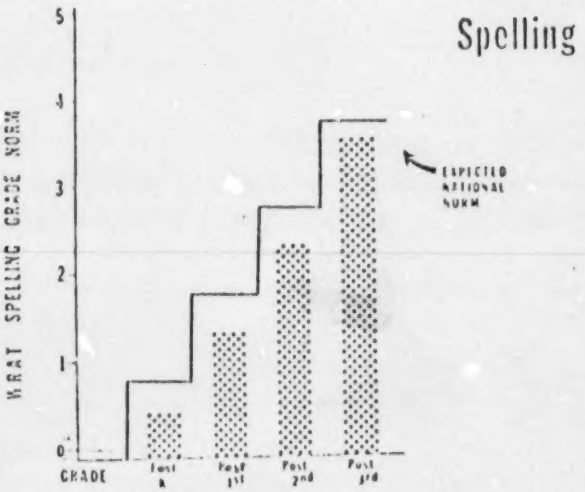

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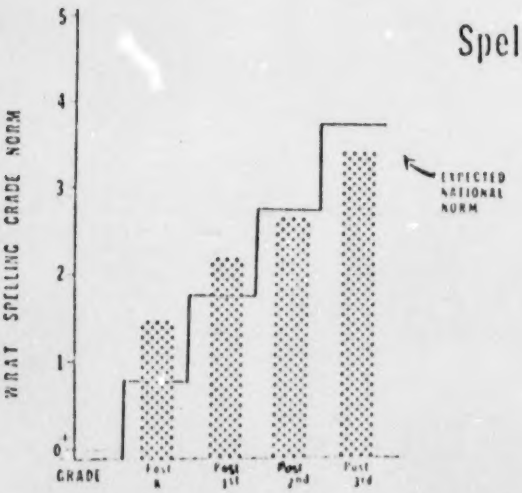
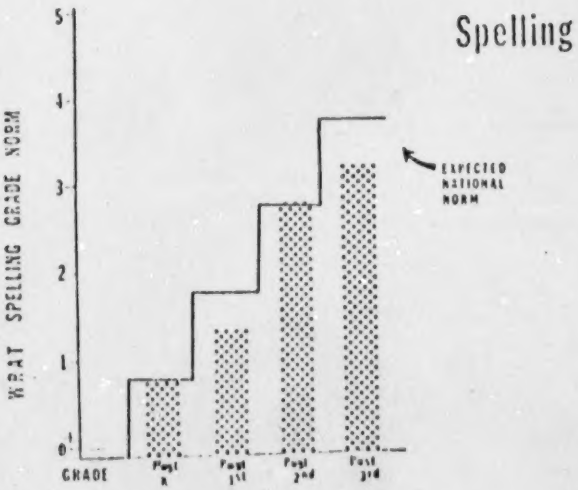


ROSEBUD SIOUX, SO. DAKOTA



WIND RIVER, WYOMING

For detailed data see Appendix A

Increases in the average grade equivalent

of third grade children in Follow Through

			GAIN
CHEROKEE, No. Carolina			
WRAT* Reading	(1972) GE*3.6	(1973) GE 4.9	13 months
WRAT Math	(1972) GE 3.2	(1973) GE 3.3	5 months
WRAT Spelling	(1972) GE 3.0	(1973) GE 3.3	3 months
NORTHERN CHEYENNE, Montana			
WRAT Reading	(1972) GE 4.5	(1973) GE 4.7	2 months
WRAT Math	(1972) GE 3.2	(1973) GE 3.2	0 months
WRAT Spelling	(1972) GE 3.2	(1973) GE 3.7	5 months
ROSEBUD SIOUX, S. Dakota			
WRAT Reading	(1972) GE 4.4	(1973) GE 4.2	-2 months
WRAT Math	(1972) GE 2.9	(1973) GE 3.4	5 months
WRAT Spelling	(1972) GE 2.9	(1973) GE 3.1	2 months
WIND RIVER RESERVATION, St. Stephens, Wyoming			
WRAT Reading	(1972) GE 3.1	(1974) GE 3.3	2 months
WRAT Math	(1972) GE 2.8	(1974) GE 3.0	2 months
WRAT Spelling	(1972) GE 3.0	(1974) GE 3.2	2 months

* Scores are from the Wide Range Achievement Test

GE = Grade equivalent level

Scores are for most recent year available; 1974 for Wind River and 1973 for the other programs.

CONCLUSION: Although the starting point in different programs is at differing levels, the direction of change is almost consistently upward reflecting both increased skill by teachers and the longer period of time in Follow Through by the more recent graduates.

WHAT WOULD HAPPEN TO THE EDUCATIONAL GAINS OF CHILDREN IN FOLLOW THROUGH PROGRAMS IF FUNDING IS CUT OFF?

On the graph which follows, achievement data from the Hopi Reservation Head Start program compares the achievement of children from 1970-72 under the experimental preschool program, "Planned Variations," and the achievement of children in 1973, one year after the program was cut off.

FINDINGS: Achievement levels of children dropped back in every subject area.

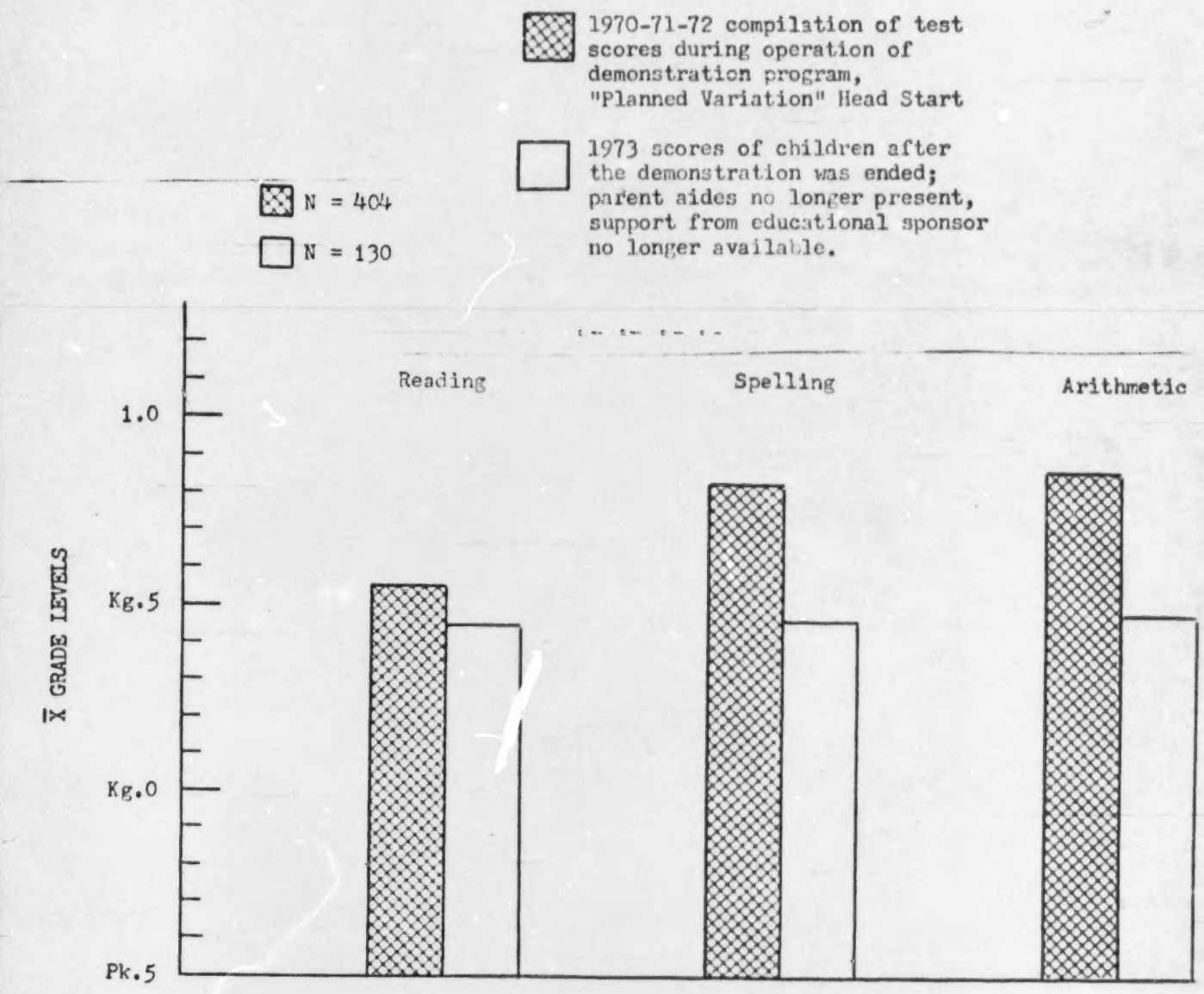
CONCLUSION: The purpose of demonstration programs, according to Federal sources, is to demonstrate a superior program which will inspire the local community to like what has been achieved so they will find local resources to continue the program. The parents on Indian reservations may like what a demonstration has achieved, but there are no "local resources" to continue the program.

By long standing treaty obligations, the education of Indian children is a responsibility of the Federal government in exchange for valuable land considerations received in the past. The consequence of this relationship is that Federal monies put into a demonstration last only as long as the demonstration, unless other Federal monies are then committed to making the demonstration program available on an ongoing basis.

Follow Through has produced outstanding educational programs which reservation Indians are anxious to continue. If support for the program is now dropped, there is every reason to expect the educational gains from Follow Through will have vanished within a few years.

HOPI RESERVATION, ARIZONA

WIDE RANGE ACHIEVEMENT TEST


1970-71-72 compilation of test scores during operation of demonstration program, "Planned Variation" Head Start
1973 scores of children after the demonstration was ended; parent aides no longer present, support from educational sponsor no longer available.
N = 404
N = 130
Reading
Spelling
Arithmetic
X GRADE LEVELS
1.0
Kg.5
Kg.0
Pk.5

Note: "Planned Variation" Head Start was a demonstration program similar to Follow Through in that each project had a University Sponsor to help with the educational program, and funds to employ paraprofessionals from the community and pay for comprehensive services. No new federal monies were provided to allow Indian projects to continue successful programs so the program died when the demonstration ended.

HOW HAS FOLLOW THROUGH INCREASED THE USE OF INDIAN TEACHERS AND AIDES?

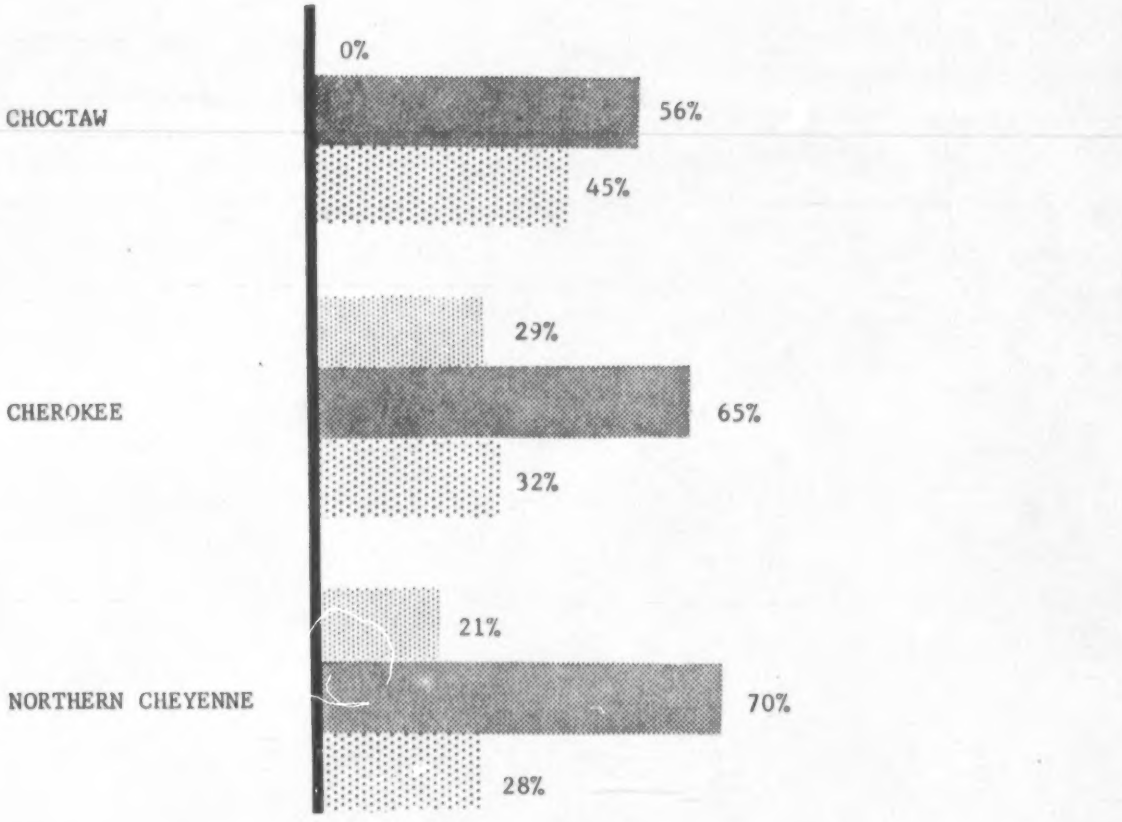
The graphs on the pages which follow show the percentage of total teaching personnel who were Indian in the kindergarten through third grade classrooms before Follow Through began. It then shows the change in the percentage of Indian teaching personnel under Follow Through.

FINDINGS: Before Follow Through, education for most reservation Indians was provided by "outsiders" who did not share the child's language or culture. Follow Through mandates the employment of paraprofessionals from the community served, and under Follow Through the situation is reversed; a majority of a child's teachers up to third grade are from the Indian community.

WHAT WOULD HAPPEN IF FOLLOW THROUGH IS PHASED OUT BEGINNING NEXT YEAR?

FINDINGS: With the exception of a few aides provided through other funding, the regular staff in the schools on each of the reservations served by Follow Through is still non-Indian. Follow Through career development training has brought many paraprofessionals almost half way to their goal of teacher certification, but if Follow Through begins phasing out at this time this progress will also stop. Without funding for the paraprofessional positions, the ratio of Indians to non-Indians teaching in these schools will go back as it was before.

INDIANS AS A PERCENTAGE OF TOTAL STAFF, GRADES K-3

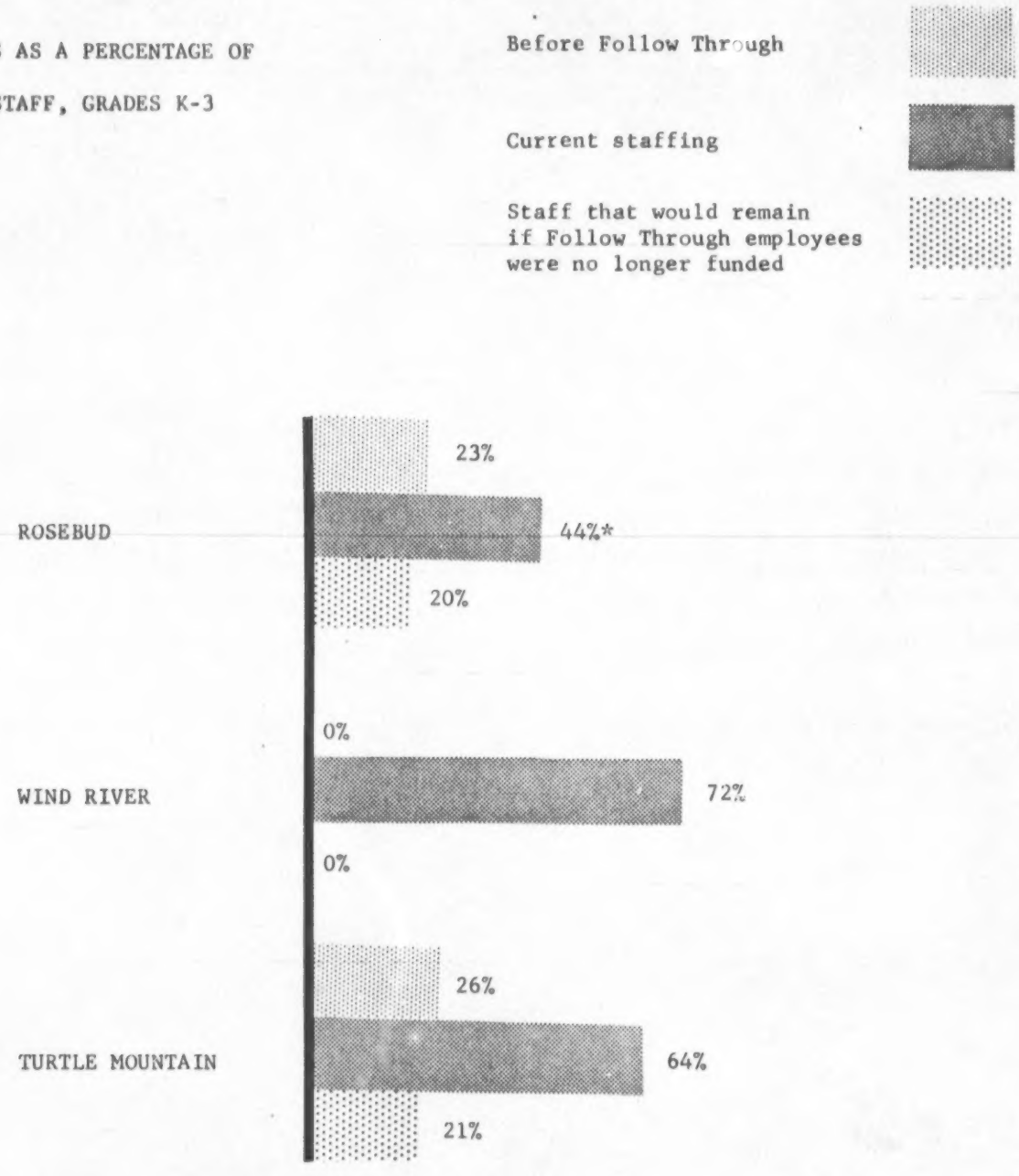


Before Follow Through, Indian children were being taught by non-Indian teachers who made up from two-thirds to 100% of the teaching staff in reservation schools.

Follow Through uses educational approaches which can be effectively taught by paraprofessionals, and the primary item in any budget is for the employment of classroom aides. For the first time Indian personnel are in the majority.

INDIANS AS A PERCENTAGE OF

TOTAL STAFF, GRADES K-3



*Rosebud serves four schools, three of them off the reservation in which Indian children served are a minority in the school. The one school on the reservation, with 100% Indian children, has a present classroom staff ratio of 76% Indian staff.

For additional details on staffing see Appendix B.

Mrs. Vera Chavez, Shoshoni Tribal Member, reading specialist at St. Stephens Mission School on the Wind River Reservation in Wyoming.

Like so many mission schools on Indian reservations, before Follow Through there were only three very large classes at St. Stephens, each taught by a Franciscan or lay volunteer, all non-Indian. With Follow Through funds the school is serving even more children, but each class has a teacher and two aides, as well as the services of Mrs. Chavez, the reading specialist and Mr. Moss, the Indian cultural studies teacher. Out of a total staff of 14, there are 10 tribal members. Mrs. Chavez is taking college classes paid for by Follow Through which will lead to her certification. This is true on all the programs reviewed for this report. At Turtle Mountain, for example, nine Follow Through teacher aides will receive their associate of arts degree next year.

From the beginning Follow Through set up career development training which would enable the participating schools to increase the available certified personnel from the population served. However, this prospect is still in the future as most paraprofessionals have been in the program too short a time to finish their degrees. If Follow Through were removed today the ratio of Indian personnel on staff would be slightly higher than it was five years ago. But most Indian teachers on the regular school staff are non-certified and confined to teaching in kindergartens where certification is not required in most states. The head teacher in most classrooms on Indian reservations is still a non-Indian so that if Follow Through is phased out the Indian presence in the classroom will be reduced to a minority once again.

Elsie Littlebear, a Cheyenne mother teaching in the Busby school.

HOW HAS FOLLOW THROUGH INVOLVED INDIAN PEOPLE IN DECISION MAKING CONCERNING THEIR CHILDREN'S EDUCATION?

The reports which follow relate the involvement of parents on advisory committees and school boards in six Follow Through communities.

FINDINGS: Head Start and its companion program Follow Through pioneered the concept of parents serving on school advisory committees. As a result each community has involved a significant percentage of parents in policy and program decisions and personnel choices. PAC members have run for school board and been elected. Among the 17 schools served by the six programs here reported, four schools which had no school board prior to Follow Through are now community controlled with an all Indian school board.

CONCLUSION: Follow Through has made a practical contribution to the goal of allowing Indian people to control their own educational programs.

"On the reservation the cattle have open range so there is always a cattle guard to cross when you come up to an Indian school. The Indian people felt that cattle guard was there to keep them away too--Non-Indians had run the schools so long we tended to think of it as 'their' school. Follow Through changed that. We began with Indian aides teaching in the classroom. Now the community is in control, and the school is no longer 'theirs' but 'ours.' Psychologically we've crossed the cattle guard."

--Teddy Rising Sun
Chairman Busby School Board
Busby, Montana

NORTHERN CHEYENNE, MONTANA

The Tribal Council is grantee for the Follow Through program and delegates full control to the Parent Advisory Committee (PAC). The PAC develops the program and proposals, makes policies, and hires all staff paid for by Follow Through funds. Since 1969-70 when Follow Through began a total of 321 different people from the community have been involved in some official capacity with the PAC

INDIAN PARTICIPATION ON SCHOOL BOARDS

BEFORE FOLLOW THROUGH, 1967-68		CURRENT BOARD MEMBERSHIP, 1973-74	
Busby School BIA--no Board	0 Indian 0 Non-Indian	Busby School Community Controlled	5 Indian 0 Non-Indian
Lame Deer School Public School	3 Indian 2 Non-Indian	Lame Deer School Public School	5 Indian 0 Non-Indian
St. Labre Mission School	0 Indian 3 Non-Indian	St. Labre Private School	7 Indian 0 Non-Indian

A total of 8 out of the present 17 members of school boards on the Northern Cheyenne reservation are now, or have been in the past active on the Follow Through PAC. All three of the school board chairmen were active members of the Follow Through PAC.

On the far left is Teddy Rising Sun, formerly a community coordinator for Follow Through. Under his leadership parents became increasingly more active in school affairs; in 1972 after a community referendum the community assumed control of the school from the BIA with Teddy Rising Sun as School Board chairman.

ROSEBUD SIOUX, SOUTH DAKOTA

The tribe is the grantee for Follow Through, and since 1967-68 a total of 96 different members of the community (reservation population 7,500) have served as officers or official representatives of the PAC. Rosebud is another community in which increased interest in educational affairs has resulted in many changes, among them the incorporation of a 21-member board of Rosebud Sioux Indian parents under the name of Sicangu Oyate Ho, Inc. (Voice of the Burnt Thigh People) which took over the control and management of St. Francis Indian School July 1, 1972.

The Board of St. Francis Indian School (formerly St. Francis Mission School operated by the Jesuit and Franciscan missionaries). When the Board assumed control on July 1, 1972, it marked the first time since 1886 when the control of the school was in the hands of Indian parents.

WIND RIVER RESERVATION, St. Stephens, Wyoming

Mr. Daniel Abeyta

Mr. Richard Brown

Mr. Henry Kennah

Mrs. Orelia Lawson

Mr. Leonard Moss

St. Stephens Indian School, operated by Jesuit and Franciscan missionaries since 1892, came into Follow Through in 1970. Since that time Indian members of the community have been regular members of a PAC that meets monthly. The PAC monitors the program receiving reports from key staff, makes budgetary decisions and authorizes participation in career development educational programs.

In 1974 the first Indian School Board was appointed. Its members are pictured around the borders of this page. Subsequently the school board members will be elected by Indian parents.

The first official act of the new school board was "to improve the introduction of individualized learning centers, modeled after the already existing and highly praised FOLLOW THROUGH program in the first three grades and Kindergarten at St. Stephens, into grades four and five for the year 1974-75."

Mr. Edwin Norse

Mr. Joseph Oldman

Mrs. Florence Petsch

Mr. Ernest Sun Rhodes, Sr.

Mr. Hubert Warren

Mr. John Willow

MISSISSIPPI BAND OF CHOCTAW INDIANS

The Parent Advisory Council is composed of both parents of the children and community representatives. From the roster of 278 families of Follow Through children for the 1972-73 school year, 28 families, or approximately 10%, had members who were active in PAC at one time or another. The PAC is autonomous and plays a substantial role in the planning and management of the program. It hires and fires all Follow Through paid personnel. Six schools are involved with Follow Through at Choctaw, all directly administered by the BIA.

CHEROKEE, NORTH CAROLINA

There is only one school involved with Follow Through at Cherokee, and this school is operated directly by the BIA. The Parent Advisory Council has involved 38 people; 18 for one year, 7 for two years, 9 for three years, and 4 for four years.

TURTLE MOUNTAIN, NORTH DAKOTA

Turtle Mountain has had 34 PAC members since 1970. The basic composition of its board is 12 members, with six new ones to be elected every year. The PAC takes an extremely active role in program planning and management. There are two schools in the program, a parochial school and a school operated jointly by the BIA and a community controlled school board. The Follow Through PAC has become the model for other advisory groups of parents serving other programs and has established a firm involvement of parents in school decision making.

HOW HAS FOLLOW THROUGH INCORPORATED THE INDIAN LANGUAGE AND CULTURE INTO THE CURRICULUM?

The pages which follow offer a sample of the ways Follow Through in each Indian community has come to reflect the uniqueness of each Indian nation.

FINDINGS: Each one of the six Indian Follow Through programs reported here teaches the Indian language as a special subject, as well as using the child's language as a medium of instruction if the child cannot communicate easily in English. The "experience based" programs (as contrasted to programs which rely more on workbooks) utilize the child's language and experiences for the teaching of academic subjects such as reading and other communication skills. The Indian tradition of oral history, story telling, has been brought into the classrooms and with it the respect of elders which is part of Indian culture. Indian arts, crafts, and music and dance are found in every program, to a varying degree. Most programs employ staff whose specific responsibility is to incorporate the Indian culture or language into the program as well as to tap the resources of the community to find Indian community members who have unique skills or experiences to share with the children.

CONCLUSION: Few of the official educational sponsors came into Indian Follow Through programs with a developed plan for teaching of Indian language or culture, but in each case this program dimension evolved from the employment of a large percentage of Indian staff and putting program decisions into committees of local parents.

"I learn of beauty – Yes, I do"...

In beauty it is begun
NATIVE AMERICAN CHILDREN'S ART
An exhibition organized by Native North American Artists and The Metropolitan Museum of Art circulated by The Smithsonian Institution Traveling Exhibition Service funded by Xerox Corporation

"Hey-neh-ne-yah-nah" is an Araphaho hymn sung by children. It means "I learn of Beauty; yes I do." On the Wind River Reservation Mr. and Mrs. Mike Brown, in their 80's, share experiences with the children in Follow Through--stories about their childhood, and stories heard from their parents before them.

Later the children made drawings to represent the stories they were told, and the Indian arts teacher helped them make wood prints from their pictures like the one above by Kay Antelope, a third grade Follow Through child. Her picture became part of the Smithsonian exhibit, sharing the beauty of her culture with others

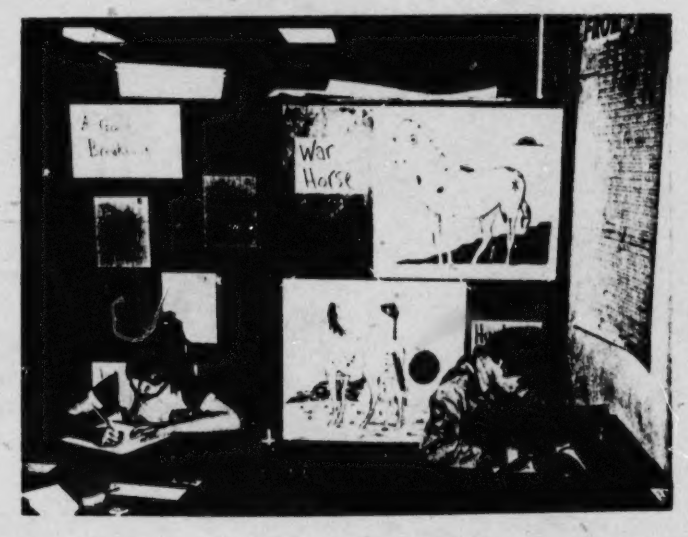
Mr. Gee George, Follow Through Language Teacher conducting a class in the Cherokee Language.

Language lessons have been part of the weekly curriculum for over three years in the Cherokee Follow Through program. In addition to the full-time language teacher the program draws on community resource people who demonstrate the Indian arts of pottery, weaving, and basketry.

Language lesson of a different type is illustrated below from a third grade classroom on the Turtle Mountain Reservation.

Children work on deciphering Indian signs: each mark on the war horses has a meaning.

All six Follow Through programs also teach the Indian languages through words and pictures posted on bulletin boards.



As part of the pre-reading program children must learn to recognize and match shapes--part of the skill which eventually enables them to tell a "b" from a "d." Teachers have many flashcards used for this purpose, including many incorporating Indian symbols such as the one at the left used in the Turtle Mountain Follow Through program.

Indian Horse

White Man's Horse

Parents have made teepees for the classrooms at Turtle Mountain. These teepees are traditional to the Plains-Ojibway Indians. The teepees are sometimes used for quiet study areas, sometimes for play. As part of their instruction children also learn up to 40 words in "Metchif" their traditional language. This program has up to eight full-time parent volunteers throughout the year who make significant contributions to the teaching of Indian cultural traditions.

Children in the Choctaw Follow Through program learn the skills required to make hominy. They helped pound the corn in a hollowed log and later tossed it in the winnowing basket. An experience such as this would then lead to a reading lesson with the child dictating a story to the teacher about his experience. She would then use his story to teach him beginning sounds and ending sounds and other skills of reading.

This same technique is used on the Wind River reservation Follow Through program. Children dictate stories from their own life experience such as the one at the right, and later learn handwriting through copying their stories. Interest is higher when children deal with things familiar to them.

The hawk was flying over the barn. A bat was asleep by the window so the hawk got the bat and ate it up. Now he is happy.

HOW DO PARENTS FEEL ABOUT FOLLOW THROUGH ON INDIAN RESERVATIONS?

The pages which follow report the results of surveys of parent opinion taken from four Indian Follow Through programs.

FINDINGS: Consistently these surveys show overwhelming support for Follow Through. Parents prefer the educational experience their children are receiving in Follow Through over the educational system that preceded it or the education their other children are receiving.

CONCLUSION: Follow Through is a program highly acceptable to the Indian communities it serves.

"I like this program because I think it is teaching my children what they will need to know to survive in both the Indian and the White worlds" (Follow Through parent).

MISSISSIPPI BAND OF CHOCTAW INDIANS

Approximately 75 parents responded to the survey of parental opinion.

HOW DO YOU FEEL ABOUT YOUR CHILD BEING IN A FOLLOW THROUGH CLASS?

Favorable: 94% Unfavorable: 6%

HOW WOULD YOU LIKE FOR ALL OF YOUR CHILDREN TO HAVE THE EXPERIENCE OF A FOLLOW THROUGH CLASS?

Yes: 96% No: 4%

WHAT PARTS OF THE FOLLOW THROUGH PROGRAM WOULD YOU LIKE TO SEE CONTINUED? (In order of importance)

Comprehensive services (e.g., breakfasts, health, and dental)

Study trips (this model features giving the child first hand experiences and then developing academic skills around this)

Teacher aides (Note: There were no Indian speaking personnel in these classrooms before Follow Through despite the fact that the Choctaw remains as the primary language of communication in most Choctaw homes.)

Outreach staff (e.g., community aides who make home visits)

Attractive classroom and small classes and teaching materials

Parent activities

The services from the educational sponsor

ROSEBUD SIOUX, South Dakota

(Questionnaire was sent only to parents who had a child in Follow Through and who had, in addition, other children who had gone through the schools before Follow Through so that the parent could compare the experience of their children.)

Only responses from Indian parents are reported here.

GENERALLY SPEAKING HOW DO YOUR CHILDREN RATE THEIR SCHOOL EXPERIENCE?

Better in Follow Through	71%
Better before Follow Through	7%
About the same	21%

HOW WOULD YOU RATE YOUR CHILDREN'S PERFORMANCE IN:

Reading: 81% better in Follow Through
0% better before Follow Through
19% about the same

Arithmetic: 88% better in Follow Through
0% better before Follow Through
12% about the same

Spelling: 75% better in Follow Through
6% better before Follow Through
19% about the same

Writing: 73% better in Follow Through
0% better before Follow Through
27% about the same

Science: 75% better in Follow Through
0% better before Follow Through
19% about the same

Grammar: 69% better in Follow Through
8% better before Follow Through
23% about the same

Speaking: 64% better in Follow Through
7% better before Follow Through
23% about the same

SHOULD EFFORTS BE MADE TO KEEP THE INSTRUCTIONAL SYSTEM AFTER FOLLOW THROUGH?

Yes: 100% No: 0% No comment: 0%

WIND RIVER RESERVATION, St. Stephens, Wyoming

WOULD YOU BE DISTURBED IF YOU THOUGHT THAT THE FOLLOW THROUGH PROGRAM K-3 AT ST. STEPHENS WAS GOING TO BE ABANDONED?

Yes: 89% No: 11%

HOW WELL DO YOU THINK THE PROGRAMS IN K-3 (FOLLOW THROUGH) OR 4-8 (NON-FOLLOW THROUGH) ARE DOING IN:

Making school a place that children want to be?
Follow Through Grades K-3: 89% favorable
Grades 4-8: 72% favorable

Teaching basic skills such as reading, arithmetic, and spelling?
Grades K-3: 89% favorable
Grades 4-8: 66% favorable

Providing special help for those who have difficulty in learning?
Grades K-3: 79% favorable
Grades 4-8: 64% favorable

ARE CHILDREN IN THE FOLLOW THROUGH PROGRAM MORE OR LESS INTERESTED IN LEARNING?

More: 74% Same: 17% Less: 2% Don't know: 7%

WOULD YOU LIKE TO SEE THE CHILDREN K-3 AT ST. STEPHENS CHANGED BACK TO AS IT WAS BEFORE FOLLOW THROUGH?

No: 74% Yes: 5% No opinion: 21%

CHEROKEE, North Carolina (a sample of 38 parents surveyed)

I AM SATISFIED WITH THE ACTIVITIES, TECHNIQUES, AND APPROACHES USED IN FOLLOW THROUGH.

Agree: 92% Disagree: 5% Undecided: 3%

MY CHILD ENJOYS BEING IN FOLLOW THROUGH.

Agree: 97% Disagree: 0% Undecided: 3%

I AM SATISFIED WITH MY CHILD'S PROGRESS IN READING.

Agree: 92% Disagree: 3% Undecided: 5%

I AM SATISFIED WITH MY CHILD'S PROGRESS IN ARITHMETIC.

Agree: 92% Disagree: 3% Undecided: 5%

I WOULD LIKE TO SEE THE ACTIVITIES, TECHNIQUES, AND APPROACHES USED IN FOLLOW THROUGH EXTENDED THROUGH THE SIXTH GRADE.

Agree: 89% Disagree: 3% Undecided: 8%

CONCLUSION

"One of the saddest aspects of Indian life in the United States is the low quality of Indian education. . . . the average educational level for all Indians under Federal supervision is less than six school years."

--Richard Nixon, President
July 8, 1970

IN FOLLOW THROUGH--
an Indian educational program is underway in which many children are now scoring well above national norms on standardized achievement tests.

". . . Again, at least a part of the problem stems from the fact that the Federal government is trying to do for Indians what many Indians could do better for themselves."

--Richard Nixon, President
July 8, 1970

IN FOLLOW THROUGH--
for the first time Indian teachers and aides make up over 50% of the classroom staff. Indian culture and language have taken a major place in the daily curriculum.

". . . we believe every Indian community wishing to do so should be able to control its own Indian schools."

--Richard Nixon, President
July 8, 1970

IN FOLLOW THROUGH--
significant numbers of Indian parents have gained experience in setting policy, hiring personnel, making program decisions. The increased concern for schools has led to a significant increase of Indians now serving on school boards in these communities. And four schools, among 17 involved in Follow Through in the six programs reviewed for this report, have been turned over to all Indian community school boards where no school board existed before.

". . . the story of the Indian in America is something more than the record of the white man's frequent aggression, broken agreements, intermittent remorse and prolonged failure."

--Richard Nixon, President
July, 1970

IN FOLLOW THROUGH--
the government has invested 20 million dollars in Indian projects within this national "demonstration" program. However, NOT ONE INDIAN PROGRAM has been included in the national evaluation of Follow Through. The explanation offered for this exclusion was that adequate control groups were not available for Indian programs. Having "demonstrated" a model program, failing to evaluate it, the program is now scheduled to be phased out; another broken promise.

"As you know, Follow Through is an experimental program which will begin phasing out the 1974-75 academic year at the rate of one grade level per year. . . . We hope that what will have been learned from this important experimental program will be of lasting benefit in your regular education program."

--Duane J. Mattheis, Deputy
Commissioner for School
Systems, July 19, 1973

IN FOLLOW THROUGH--
the Indian parents overwhelmingly support Follow Through as the most significant educational experiment ever tried among Indian children. They protest vigorously the governmental decision that enough has been learned from this experiment and it is time to end it.

Indian communities support HR 14031 or HR 14449, either of which would continue Follow Through. They urgently address the President of the United States, the Congress, and the policy makers in the Office of Education to say that <u>the data are not in</u> on Follow Through as it affects the Indian communities. To discontinue the program now without evaluation of Indian programs would be to show contempt to the claim of Indian children for the best education available. Indian communities feel that plans for phasing out the program are premature; that it should be continued and immediate steps taken to document its effectiveness in Indian communities it serves.

APPENDIX A

The following tables represent the grade equivalent level for the class mean for each of the projects represented. The test administered is the Wide Range Achievement test. All tests reported are those taken near the conclusion of the school year with most testing completed in April or May of the year reported. Grade equivalent scores from 1973 are included on Figures A, B, and C as these were the latest tests available at the time of publication of this report. The one exception is Wind River Reservation in Wyoming, where 1974 spring scores were available. Supervision of testing and processing of test data were handled by the sponsor identified with each project. Full details on the precautions taken to assure objective testing and accurate reporting of test results are available from the sponsors.

NORTHERN CHEYENNE--Program Sponsor: University of Kansas

Class means are based on the scores of all children tested in the given year.

WRAT-Reading	K	1	2	3
1970-71	N = 22* 1.3	N = 92 1.8	N = 104 2.8	N = 40* 5.5
1971-72	N = 82 1.2	N = 112 1.9	N = 95 3.8	N = 108 4.5
1972-73	N = 80 1.1	N = 102 2.2	N = 93 3.1	N = 105 4.7
WRAT-Math	**K**	**1**	**2**	**3**
1970-71	N = 22* 1.6	N = 92 2.4	N = 104 3.9	N = 40* 4.2
1971-72	N = 82 1.4	N = 112 1.9	N = 94 2.6	N = 105 3.2
1972-73	N = 81 1.4	N = 102 1.9	N = 93 2.4	N = 105 3.2
WRAT-Spelling	**K**	**1**	**2**	**3**
1970-71	N = 22* 1.4	N = 92 1.6	N = 104 1.8	N = 40* 4.7
1971-72	N = 82 1.1	N = 112 1.6	N = 95 2.7	N = 108 3.2
1972-73	N = 82 Kg. 6	N = 102 1.5	N = 93 2.5	N = 105 3.7

*The project had only one class of kindergarten children and only one third grade class included during this program year.

ROSEBUD SIOUX--Program Sponsor: Englemann-Becker, University of Oregon

Class means are based on the scores of only those children continuously enrolled in the program. Scores designated with an asterisk represent children who entered Follow Through as first graders. Unmarked scores represent children who entered Follow Through in kindergarten.

WRAT-Reading	K	1	2	3
1970-71	N = 39 1.2	N = 46* 1.9	N = 22* 2.7	None
1971-72	N = 64 1.2	N = 46 2.9	N = 51* 3.5	N = 18* 4.5
1972-73	N = 23 1.4	N = 58 3.4	N = 44 4.2	N = 48* 4.2
WRAT-Math	**K**	**1**	**2**	**3**
1970-71	N = 39 1.6	N = 46* 1.9	N = 22* 2.2	None
1971-72	N = 64 1.4	N = 46 2.4	N = 51* 2.5	N = 18* 2.9
1972-73	N = 23 1.1	N = 58 2.3	N = 44 3.3	N = 48* 3.4
WRAT-Spelling	**K**	**1**	**2**	**3**
1970-71	N = 39 1.5	N = 46* 1.6	N = 22* 2.1	None
1971-72	N = 64 1.4	N = 46 2.1	N = 51* 2.4	N = 18* 2.9
1972-73	N = 23 1.7	N = 58 2.4	N = 44 2.9	N = 48* 3.1

WIND RIVER RESERVATION--Program Sponsor: Hich-Scope Corporation
David Weikart, Director, Ypsilanti, Michigan

Class means relate only to children enrolled in St. Stephens Mission School in which the enrollment is over 95% Indian. Class means represent the scores of all children tested in the given year.

WRAT-Reading	K	1	2	3
1971-72	N = 29 Kg. 6	N = 20 1.5	N = 28 3.1	N = 30 3.1
1972-73	N = 30 Kg. 8	N = 34 2.1	N = 23 2.4	N = 29 3.5
1973-74	N = 37 Kg. 8	N = 28 1.4	N = 34 2.8	N = 25 3.3
WRAT-Math	**K**	**1**	**2**	**3**
1971-72	N = 29 Kg. 9	N = 20 1.6	N = 28 2.8	N = 30 2.8
1972-73	N = 30 Kg. 7	N = 34 1.8	N = 23 3.6	N = 29 2.8
1973-74	N = 37 1.0	N = 28 1.6	N = 34 2.2	N = 25 3.0
WRAT-Spelling	**K**	**1**	**2**	**3**
1971-72	N = 29 1.0	N = 20 1.4	N = 28 2.7	N = 30 3.0
1972-73	N = 30 1.2	N = 34 2.0	N = 23 1.2	N = 29 2.9
1973-74	N = 37 Kg. 9	N = 28 1.4	N = 34 2.9	N = 25 3.2

CHEROKEE, North Carolina--Program Sponsor: Englemann-Becker, University of Oregon

Test scores were supplied by the project, and class means are calculated from the scores of every child tested in the given year.

WRAT-Reading	K	1	2	3
1970-71	N = 18 1.2	N = 120 1.6	N = 103 2.7	None
1971-72	N = 113 1.3	N = 120 2.4	N = 123 3.1	N = 120 3.6
1972-73	N = 92 1.7	N = 112 3.1	N = 112 3.9	N = 127 4.9
WRAT-Math	**K**	**1**	**2**	**3**
1970-71	N = 118 1.2	N = 120 1.8	N = 103 2.6	None
1971-72	N = 113 1.4	N = 120 2.1	N = 123 2.5	N = 120 3.2
1972-73	N = 92 1.7	N = 112 2.5	N = 112 2.9	N = 127 3.7
WRAT-Spelling	**K**	**1**	**2**	**3**
1970-71	N = 118 1.1	N = 120 1.6	N = 103 2.3	None
1971-72	N = 113 1.5	N = 120 1.9	N = 123 2.6	N = 120 3.0
1972-73	N = 92 1.5	N = 112 2.2	N = 112 2.8	N = 127 3.3

APPENDIX B

STAFFING BY INDIANS* IN KINDERGARTEN THROUGH THIRD GRADE CLASSES

In the year before the Follow Through project		In the current year		Current classroom personnel without Follow Through	
CHEROKEE	6/21 29%	33/51	65%	8/25	32%
ROSEBUD	3/13 23%	19/43	44%	2/10	20%
TURTLE MTN.	5/19 26%	37/58	64%	6/28	21%
CHOCTAW	0/18 0%	20/36	56%	13/29	45%
WIND RIVER	0/3 0%	10/14	72%	0/4	0%
NO. CHEYENNE	4/19 21%	45/64	70%	7/25	28%

*Indians/total staff.

Several projects did not have kindergartens before Follow Through. Only classroom personnel are included in ratios above. Follow Through also employs many Indians in outreach positions, administrative positions, etc. These are not included.

Choctaw uses its Title I contribution to Follow Through for the employment of aides.

APPENDIX C

INDIAN FOLLOW THROUGH PROJECTS

Community	Type of School	Tribe
Hoonah Public Schools Hoonah, Alaska	LEA	Tlingit
Rough Rock Demonstration School Chinle, Arizona	BIA contract community	Navajo
Hopi Action Agency Oraibi, Arizona	BIA	Hopi
Ochoa School Tucson, Arizona	LEA	Papago Yaqui
San Pasqual Valley Unified School District Winterhaven, California	LEA	Queshan
Pocatello School District #125 (Fort Hall Reservation) Pocatello, Idaho	LEA	Shoshone-Bannock
Choctaw Community Action Agency Philadelphia, Mississippi	BIA	Choctaw
Great Falls School District #1 Great Falls, Montana	LEA	Plains (mixed)
Northern Cheyenne Tribe Lame Deer, Montana	BIA contract comm., LEA, and non-public	Cheyenne
Washoe County School District Reno, Nevada	LEA	Paiute
Gallup-McKinley School District Gallup, New Mexico	LEA	Zuni
Eastern Band of Cherokee Indians North Carolina	BIA	Cherokee
Couture School District #27 Belcourt, North Dakota	BIA/LEA	Chippewa
Fort Yates School District #4 (Standing Rock Reservation) Fort Yates, North Dakota	BIA/LEA	Sioux (Hunkpapa)

Todd County Independent School District Mission, South Dakota	LEA	Sioux (Sicangu)
Rosebud Sioux Tribe Community Action Program Rosebud, South Dakota	LEA Non-Public	Sioux (Sicangu)
Burlington-Edison School District #100 Burlington, Washington	LEA	Lummi
Lacdu Flambeaw School District Lacdu Flambeaw, Wisconsin	LEA	Chippewa
Riverton School District #325 Riverton, Wyoming	Non-Public	Arapaho-Shoshone